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17. ABSTRACT (MAX. 250 WORDS)

Tests and rating criteria with keys and scoring instruction were compiled during the first three years of the Sutherlin Program in Creativity. These tests have proved effective in identifying the students who need a particular approach within the field of creativity. Correlation between tests and ratings was positive. These instruments may be used to identify students for 1) grouping within the heterogenous class, 2) homogeneous grouping, 3) identification and observation in their educational process, and 4) experimental programs seeking insight within the area of creativity.

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1964

# The Sutherlin Tests and Rating Criteria for CREATIVITY

**CONTENTS:**

**Second grade tests (with key)**

**Teacher rating sheets for second grade (with scoring)**

**Parent rating sheets for second grade (with scoring)**

**Fourth grade tests (Forms X and Y) (with keys)**

**Sixth grade tests (Forms X and Y) (with keys)**

**Teacher rating sheets for fourth and sixth grades (with scoring)**

**Adult test with suggested scoring**

School District 130-C
Sutherlin, Oregon

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May 8, 1964

The following tests and rating criteria (with keys and scoring instructions) have been compiled during the first three years of the Sutherlin Program in Creativity.

While perhaps not as accurate as nationally accepted instruments (Minnesota tests, etc.), they were carefully put together on the basis of research available, practical trial and revised to eliminate weaknesses.

Generally, we have been pleased with the results of these tests and ratings in identifying the students who need a particular approach within the field of creativity if they are to be brought up to their full educational potential.

We have achieved a correlation of .75 upward between teacher rating and the test scores. It is also encouraging to note the highest correlation in the highest areas, where it has reached the .85 to .95 level.

The new second grade tests with three instruments of comparison (test scores, teacher rating, and parent ratings) far exceeded expectations in the first year and provided an exciting new avenue. Among the top six students in this area, a correlation of .88 was provided between the three instruments of comparison.

These instruments may be used to (1) identify students for grouping within the heterogeneous class; (2) identify students for homogeneous grouping; (3) identify students for identification and observation in their educational process; and (4) identify students for occasional experimental programs seeking insight within the area of creativity.

Richard Scott
Director

THE SECOND GRADE TEST

TEACHER RATING PARENT RATING

I. The test

A. Pages 1, 3, 4 may be administered by class.

B. Create a calm, relaxed atmosphere. You can tell students that this is a test they may enjoy, that there is no "pass" or "fail" and if they don't feel like answering a question, they need not do so.

C. Page 1 - Read to them with explanations and have them mark.

D. Page 2 - Do NOT administer as part of group test. This particular page must be administered individually, preferably in the quiet of an office on a 1-1 basis. The student should be called in and shown the page with directions like this: "I want you to look at these pictures and tell me what they look like to you; if they don't look like anything to you, just say nothing and we will go on to the next one." Start with the upper right hand design, then to upper left, lower left and lower right.

E. Page 3 - A part of group test, allow 10 minutes.

F. Page 4 - A part of group test.

II. Teacher rating

A. Give to teachers asking them to give careful consideration to ratings. Ask for these ratings after test scoring is completed.

III. Parent rating

A. These were sent home with the following administrative letter:

Dear Parents,

We are conducting a survey of the personal habits, reactions, and activities of students in the second grade which we believe will further help us in dedication to the principle of the best education for each individual student.

I would deeply appreciate it if one or both of you would check the enclosed list in respect to your child and return it in the enclosed envelope. Seal the envelope and return it to school by way of your child.

I want to thank you very much for your help.

When these are returned, they can be scored by secretarial help and with all test scoring and teacher rating completed, the three scores can then be put together in a chart. It is found to be helpful to rate each score as being Very High (VH); High (H); High Average (HA); Average (A); Low Average (LA); Low (L); and Very Low (VL) for correlation purposes.

Scores of tests and parent ratings may be given VH, H, etc. ratings on a grade level basis disregarding room assignment of the students. It is best on teacher ratings, however, to rank these VH, H, etc. by the individual room because some teachers are inclined to score higher than others.

The ultimate rating chart will list the test score, test rating, the teacher rating and the parent rating in the following manner (quoted from our actual 1963-64 tests):

| | Test Score | Test Rating | Teacher Rating | Parent Rating |
|---|---|---|---|---|
| Kerry - | 21 | VH | H | H |
| Henry - | 20 | VH | H | VH |
| Mickey - | 19 | VH | VH | VH |
| Larry - | 19 | VH | H | VH |

Sometimes a follow-through individual i.q. test sheds further light. For example, two of the above students were inattentive and far behind grade level in work. Retention was considered by the teachers involved. The i.q. scores showed 103 and 120. (What a testimony to the fact that we simply are not reaching these creative youngsters with our present educational process.)

Name _____ Grade _____

Teacher's Name _____ Date _____

BOYS

Would you rather be a:

__0__ Doctor

__-1__ Policeman

__1__ Mountain Climber

__0__ Teacher

__-1__ Army Sergeant

__1__ Writer

GIRLS

Would you rather be a:

__1__ Writer

__0__ Secretary

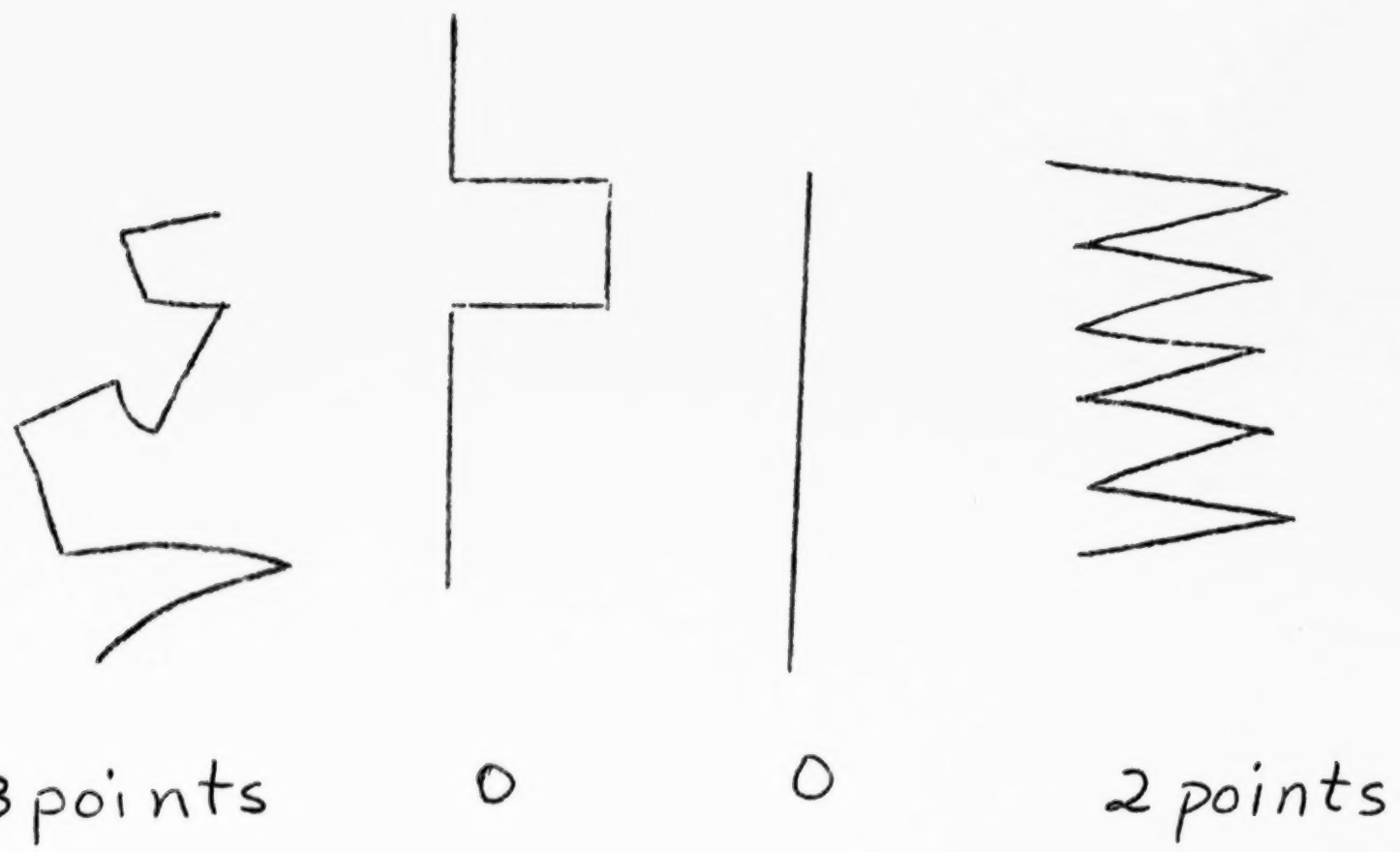
__-1__ Policewoman

__1__ Artist

__-1__ Nurse

__0__ Teacher

If your teacher took you out to march on the field, which way would you most like to march?



**Look at these designs and tell me what you can see or what it looks like to you. (Tell students if they see nothing, say nothing.)**

2. _____

_____

_____

_____

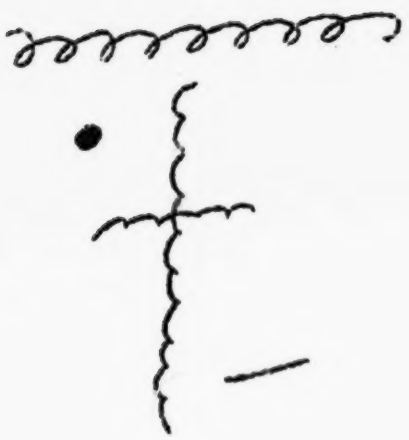
1. _____

_____

_____

_____

**1 point - any answer, up to 4 points per answer on basis of being different and original**

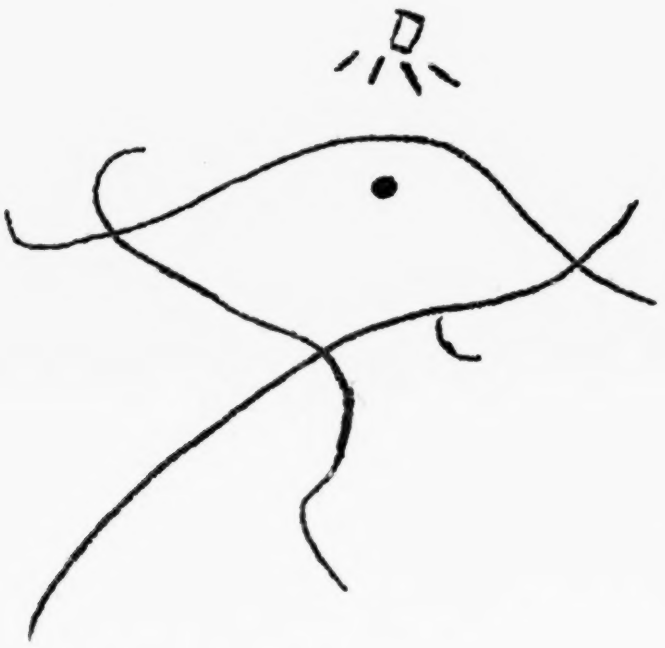


3. _____

_____

_____

_____



4. _____

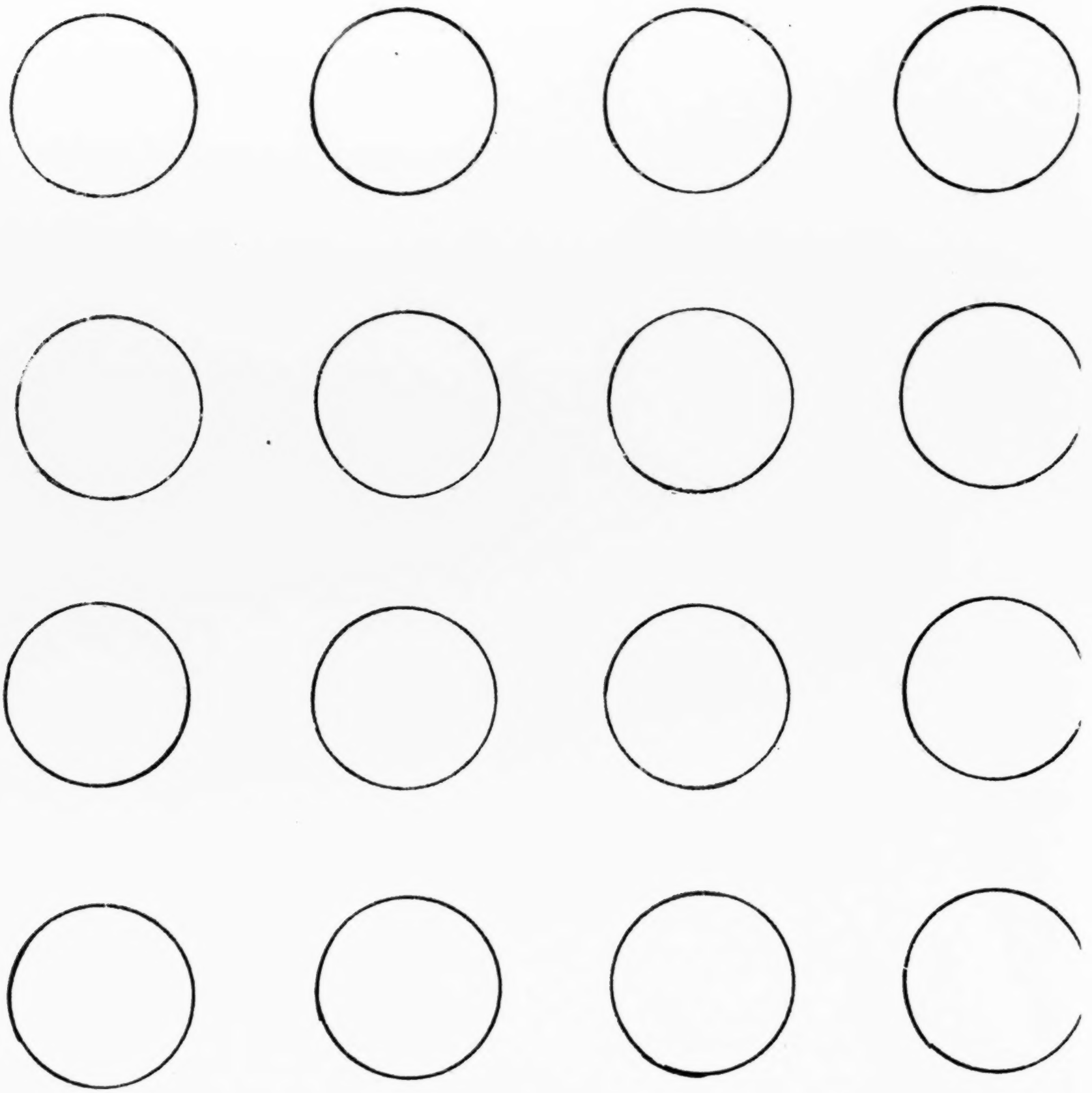
_____

_____

_____

In ten minutes see how many objects you can make from the circles below. A circle should be the main part of whatever you make. With a pencil or a color crayon, add lines to the circles to complete your picture. Your lines can be inside the circle, outside the circle, or both inside and outside the circle. Try to think of things that no one else in the class will think of. Make as many things as you can and put as many ideas as you can in each one.

SCORING: 1 point per circle with response other than obvious (face,etc.)



Make something of this:

SCORING:

4 - 3 - 2 - 1

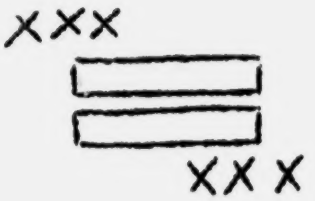
by originality
and difference

Which design do you like the best?

3 points

0

4 points



0

TEACHER RATING (2)

STUDENT'S NAME _____ TEACHER _____

| | Definitely (3 points) | Sometimes or Not Sure (1 point) | Doubtful or No (0 points) |
|---|---|---|---|
| 1. Goes beyond assigned tasks | | | |
| 2. Enjoys telling about <u>his</u> (<u>her</u>) discoveries and inventions. | | | |
| 3. Draws <u>elaborate</u> pictures. | | | |
| 4. Is a day dreamer. | | | |
| 5. Has a fine sense of humor. | | | |
| 6. Doesn't participate in class. | | | |
| 7. Is overactive physically. | | | |
| 8. Is overactive mentally. | | | |
| 9. Is very sensitive. | | | |
| 10. Is subject to errant impulses | | | |
| 11. Accepts and is attracted to disorder. | | | |
| 12. Full of curiosity (if curiosity is annoying to you -- circle the check.) | | | |
| 13. Has disposition to self-assertion and expression of aggressive impulses. | | | |
| 14. Other students sometimes unite to contradict or try to override this student's ideas. | | | |
| 15. Sometimes bothers or disturbs other children. | | | |

PARENT RATING (2)

NAME OF STUDENT:

| This student: | YES | NO | NOT SURE |
|---|---|---|---|
| 1. Seems overly active physically. | 1 | 0 | 0 |
| 2. Seems overly active mentally. | 1 | 0 | 0 |
| 3. Has an annoying curiosity. | 2 | 0 | 1 |
| 4. Reads in the room while other members of the family are busy at something else. | 1 | 0 | 0 |
| 5. His (her) mind wanders too much. | 1 | 0 | 0 |
| 6. His (her) friends think (he's) (she's) a different or unusual person. | 2 | 0 | 1 |
| 7. Likes to play by himself. | 1 | 0 | 0 |
| 8. Enjoys pretending a great deal. | 1 | -1 | 0 |
| 9. Is very sensitive. | 1 | 0 | 0 |
| 10. Starts many of (his) (her) questions with -- "What if?" | 2 | 0 | 1 |
| 11. Has come up with very complicated lies to parents. | 2 | 0 | 1 |
| 12. Will react positively to the new, the strange or mysterious by moving toward them, exploring them. | 1 | -1 | 0 |
| 13. Has a strong need or desire to know about himself and/or his surroundings. | 1 | 0 | 0 |
| 14. Can occupy his (her) time without being stimulated. | 1 | -1 | 0 |
| 15. Prefers to dress differently from others rather than the same. | 1 | 0 | 0 |
| 16. Can amuse himself with simple things in imaginative ways. | 1 | -1 | 0 |
| 17. Experiments with familiar objects to see if they can become something other than what they are intended to be. | 1 | -1 | 0 |
| 18. Likes to make up games. | 1 | -1 | 0 |
| 19. Finds unusual uses of toys, other than the intended uses. | 1 | -1 | 0 |
| 20. Enjoys telling of his discoveries and inventions. | 1 | -1 | 0 |

# THE FOURTH AND SIXTH GRADE TESTS

# AND TEACHER RATINGS

## I. The test

A. The entire test may be administered in a group situation with only the first pages differing for boys and girls.

B. Create an atmosphere of relaxation and tell the students there is no "pass" or "fail" and if they do not care to answer a question, they need not do so. (Of course, you do not tell what the purpose of the test is.)

C. For the sake of some who have difficulty with reading, the entire instruction and question is read by the tester. In the case of page one, each group of occupations is read and the students given a chance to mark before going on to read the second group.

D. Sufficient time for all to complete should be given on questions III, IV, V and VIII.

E. Two forms are offered so that the test may be administered both in the 4th and 6th grades with a variety in the wording but not the form of the test.

F. The tests are scored and rated VH, H, HA, A, LA, L, VL by the total grade level; the teacher scores are rated by individual teacher. These are then charted in a similar manner to that for grade 2.

Boy (X-4 Form)

NAME_____TEACHER'S NAME_____

I. In the following lists of occupations, put an X in front of the one occupation in each group you think you would like the most.

| | |
|---|---|
| -1 | Policeman |
| 0 | Lawyer |
| 0 | Teacher |
| 2 | Mountain Climber |
| | |
| -1 | Police Chief |
| 1 | Scientist |
| 2 | Writer |
| 0 | Truck Driver |
| | |
| 2 | Artist |
| 0 | Weatherman |
| 1 | Newspaper Reporter |
| -1 | Army Sergeant |
| | |
| 2 | Inventor |
| -1 | Sheriff |
| 1 | Newspaper Reporter |
| 0 | Doctor |
| | |
| 0 | College Professor |
| 2 | Adventurer |
| 1 | TV Comedian |
| 0 | Salesman |

Girl (X-4 Form)

NAME TEACHER'S NAME

I. In the following lists of occupations, put an X in front of the one occupation in each group you think you would like the most.

__2__ Adventurer

__-1__ Policewoman

__0__ Bookkeeper

__0__ Teacher

__-1__ Policewoman

__1__ Scientist

__2__ Writer

__0__ Nurse

__2__ Fashion Designer

__0__ Secretary

__1__ Newspaper Reporter

__-1__ Bookkeeper

__2__ Inventor

__0__ Doctor

__1__ Saleslady in Dress Store

__0__ Weather Station Worker

__2__ Artist

__-1__ Woman Prison Guard

__0__ Lawyer

__1__ TV Comedienne

II. Tell a story about a lion that couldn't roar.

SCORING: 0 - 5 by originality and being different

III. Check those things you have done and enjoyed on your own during this school year:

_____ Kept a diary.

_____ Made up and sang a song.

_____ Made up a new game and taught it to someone else.

_____ Explored a cave.

_____ Started a collection of something.

_____ Painted an original picture.

_____ Drew plans for an invention or new piece of machinery.

_____ Made up a new recipe of some kind of food or drink mixture.

SCORING: 1 point for each one marked

IV. Mentally invent something new. Describe it.

SCORING: 0 - 5 originality and different

V. Three ways that a pig is like a jet plane.

SCORING: 0 - 5 originality and difference

VI. Put an X by the method you would rather march:

__0__ In a straight line.

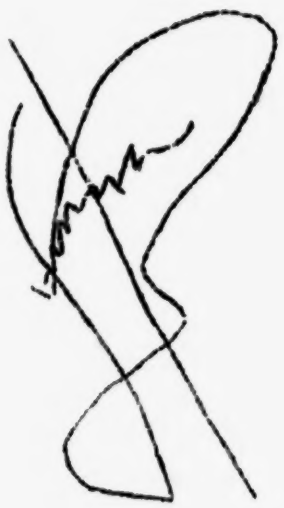
__3__ In a zig-zag line.

__1__ With different movements but always turning square corners.

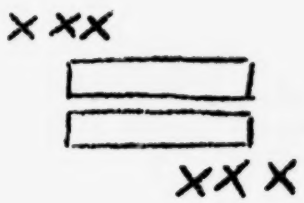
VII. Which of these designs appeal to you the most? Circle the one you like the best.

3 points

0



4 points




0

VIII. Name three unusual uses for a bottle cap.

SCORING: 0 - 5 originality and difference

IX. Check the assignment you would like to receive from your teacher after I leave:

__1__ A class discussion of why I gave the test.

__0__ Go back to study from a textbook.

__0__ See a film about the children of India.

__3__ An assignment of making up more questions just like the ones in this test.

X. If you were working on an individual project or problem in school and you had your choice, would you:

__0__ Rather be back working with the class.

__0__ Ask questions of the teacher and know that you are proceeding in the right direction.

__3__ Be left alone to find out for yourself even though you might fail.

XI. Who, in your class, usually comes up with the most original ideas?

(Tally total) _____

6 or more votes - 4 points
4 - 5 votes - 3 points
2 - 3 votes - 2 points
(ADD TO TEST TOTAL)

XII. Check yes or no.

yes +4 / no -1

no * I like to work on problems when the result is uncertain and I may not find the best answer.

yes * I feel it is always wise to stick to the tried and true way of doing things.

yes -1 no +2 I always keep my desk in very neat order.

* yes yes or no no 0

Boy (Y-4 Form)

NAME_____ TEACHER'S NAME _____

I. In the following lists of occupations, put an X in front of the <u>one</u> occupation in <u>each</u> group you think you would <u>like</u> the most.

_____ Policeman

_____ Lawyer

_____ Teacher

_____ Mountain Climber

_____ Police Chief

_____ Scientist

_____ Writer

_____ Truck Driver

_____ Artist

_____ Weatherman

_____ Newpaper Reporter

_____ Army Sergeant

_____ Inventor

_____ Sheriff

_____ Newspaper Reporter

_____ Doctor

_____ College Professor

_____ Adventurer

_____ TV Comedian

_____ Salesman

<u>SCORING</u> Same as for X-4 Form

Girl (Y-4 Form)

NAME _____ TEACHER'S NAME _____

I. In the following lists of occupations, put an X in front of the <u>one</u> occupation in <u>each</u> group you think you would <u>like</u> the most.

_____ Adventurer

_____ Policewoman

_____ Bookkeeper

_____ Teacher

_____ Policewoman

_____ Scientist

_____ Writer

_____ Nurse

_____ Fashion Designer

_____ Secretary

_____ Newspaper Reporter

_____ Bookkeeper

_____ Inventor

_____ Doctor

_____ Saleslady in Dress Store

_____ Weather Station Worker

_____ Artist

_____ Woman Prison Guard

_____ Lawyer

_____ TV Comedienne

II. Tell a story about a flying cow.

III. Check those things you have done and enjoyed on your own during this school year:

_____ Acted out a story with others.

_____ Used a magnifying glass.

_____ Organized or helped to organize a club.

_____ Made my own decision about the use of money.

_____ Wrote a letter to someone in another state.

_____ Planned an experiment.

_____ Been a bird watcher.

_____ Kept a daily record of the weather.

IV. Mentally invent something new. Describe it.

V. Three ways that a coffee pot is like a baby?

VI. Put an X by the method you would rather march:

_____ In a straight line.

_____ In a zig-zag line.

_____ With different movements but always turning square corners.

VII. Which of these designs appeal to you the most? Circle the one you like the best.

VIII. Name three <u>unusual</u> uses for a brick.

IX. Check the assignment you would like to receive from your teacher after I leave:

_____ A class discussion of why I gave the test.

_____ Go back to study from a textbook.

_____ See a film about Yellowstone Park.

_____ An assignment of making up more questions just like the ones in this test.

X. If you were working on an individual project or problem in school and you had your choice, would you:

_____ Rather be back working with the class.

_____ Ask questions of the teacher and know that you are proceeding in the right direction.

_____ Be left alone to find out for yourself even though you might fail.

XI. Who, in your class, usually comes up with the most original ideas?

_____

XII. Check <u>yes</u> or <u>no</u>.

_____ I like to work on problems when the result is uncertain and I may not find the best answer.

_____ I feel it is always wise to stick to the tried and true way of doing things.

_____ I always keep my desk in very neat order.

Boy (X-6 Form)

NAME_____TEACHER'S NAME_____

I. In the following lists of occupations, put an X in front of the one occupation in each group you think you would like the most.

-1 Policeman
0 Lawyer
1 Teacher
3 Mountain Climber

-1 Police Chief
1 Scientist
3 Writer
0 Truck Driver

3 Artist
0 Weatherman
1 Newspaper Reporter
-1 Army Sergeant

3 Inventor
-1 Sheriff
1 Newspaper Reporter
0 Doctor

-1 College Professor
3 Adventurer
1 TV Comedian
1 Salesman

Girl (X-6 Form)

Name_____Teacher's Name_____

I. In the following lists of occupations, put an X in front of the one occupation in each group you think you would like the most.

__3__ Adventurer

__-1__ Policewoman

__0__ Bookkeeper

__1__ Teacher

__-1__ Policewoman

__1__ Scientist

__3__ Writer

__0__ Nurse

__3__ Fashion Designer

__0__ Secretary

__1__ Newpaper Reporter

__-1__ Bookkeeper

__3__ Inventor

__0__ Doctor

__1__ Saleslady in Dress Store

__0__ Weather Station Worker

__3__ Artist

__-1__ Woman Prison Guard

__0__ Lawyer

__1__ TV Comedienne

II. How many of these things have you done during the past year on your own - that is, without ideas or help from school or your parents?

SCORING: 1 point for each one checked

_____ Kept a collection of my writings.

_____ Kept a diary for at least a month.

_____ Made up and sang a song.

_____ Wrote a poem.

_____ Wrote a story.

_____ Made up a new game and taught it to someone else.

_____ Organized a club.

_____ Made a toy.

_____ Acted out a story with others.

_____ Played word games with other boys and girls.

III. A. Twelve-year old Harry was alone on a deserted street. It was a dark, dreary night. Yet he wore a big friendly smile. Why?

SCORING: 1 - 5 points for originality and difference

III. B. What would be your thoughts and actions if you were walking down Central Avenue and several people within seeing distance began to fly through the air?

SCORING: 1 - 5 points for originality and difference

IV. Mentally invent something new. Describe it.

SCORING: 1 - 5 points for originality and difference

V. Three ways that a pig is like a jet plane.

SCORING: 1-- 5 points for originality and difference

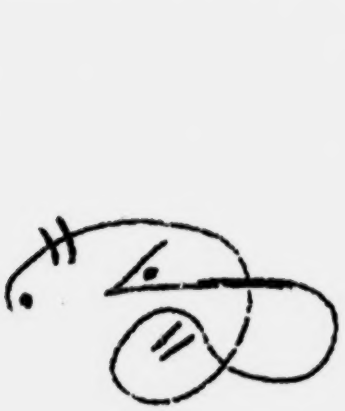
VI. Put an X by the method you would rather march:

__0__ In a straight line.

__3__ In a zig-zag line.

__1__ With different movements but always turning square corners.

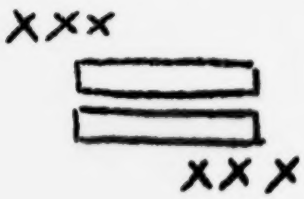
VII. Which of these designs appeal to you the most? Circle the one you like the best.



3points

0

4 points

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VIII. Name three <u>unusual</u> uses for a bottle cap.

<u>SCORING:</u> 1 - 5 points for originality and difference

IX. Check the assignment you would like to receive from your teacher after I leave:

__1__ A class discussion of why I gave the test.

__0__ Go back to study from a textbook.

__0__ See a film about the children of India.

__3__ An assignment of making up more questions just like the ones in this test.

X. If you were working on an individual project or problem in school and you had your choice, would you:

__0__ Rather be back working with the class.

__0__ Ask questions of the teacher and know that you are proceeding in the right direction.

__3__ Be left alone to find out for yourself even though you might fail.

XI. Who, in your class, usually comes up with the most original ideas?

(TALLY TOTAL) _____

6 or more votes - 4 poi
4 - 5 votes - 3 poi
2 - 3 votes - 2 poi
(ADD TO TEST TOTAL)

XII. Check <u>yes</u> or <u>no</u>.

yes +4 / no -1 — <u>no</u> I like to work on problems when the result is uncertain and I may not find the best answer.

no / yes — <u>yes</u> I feel it is always wise to stick to the tried and true way of doing things.

yes -1 / no +2 — <u>no +2</u> I always keep my desk in very neat order.

yes or no 0
yes or no

Boy (Y-6 Form)

NAME_____ TEACHER'S NAME_____

I. In the following lists of occupations, put an X in front of the <u>one</u> occupation in <u>each</u> group you think you would <u>like</u> the most.

_____ Policeman

_____ Lawyer

_____ Teacher

_____ Mountain Climber

<u>SCORING:</u> Same as X-6 Form for entire test

_____ Police Chief

_____ Scientist

_____ Writer

_____ Truck Driver

_____ Artist

_____ Weatherman

_____ Newspaper Reporter

_____ Army Sergeant

_____ Inventor

_____ Sheriff

_____ Newspaper Reporter

_____ Doctor

_____ College Professor

_____ Adventurer

_____ TV Comedian

_____ Salesman

Girl (Y-6 Form)

NAME_____ TEACHER'S NAME_____

I. In the following lists of occupations, put an X in front of the <u>one</u> occupation in <u>each</u> group you think you would <u>like</u> the most.

_____ Adventurer

_____ Policewoman

_____ Bookkeeper

_____ Teacher

_____ Policewoman

_____ Scientist

_____ Writer

_____ Nurse

_____ Fashion Designer

_____ Secretary

_____ Newspaper Reporter

_____ Bookkeeper

_____ Inventor

_____ Doctor

_____ Saleslady in Dress Store

_____ Weather Station Worker

_____ Artist

_____ Woman Prison Guard

_____ Lawyer

_____ TV Comedienne

II. How many of these things have you done during the past year on your own - that is, without ideas or help from school or your parents:

_____ Took black and white photographs.

_____ Made a leaf collection.

_____ Used a magnifying glass.

_____ Made my own decision about the use of money.

_____ Wrote a letter to someone in another state.

_____ Planned an experiment.

_____ Solved a problem about getting along with my parents.

_____ Drew cartoons.

_____ Been a bird watcher.

_____ Kept a daily record of the weather.

III. A. It was raining but rather warm. Eleven year-old Tom and his friend John, the same age, were walking down the sidewalk. Tom was in his bare feet and swimming trunks. John was wearing two sweaters and a heavy overcoat over his regular clothes. Why?

III. B. What would happen, if the language of birds and animals could be understood by man?

IV. Mentally invent something new. Describe it.

V. Three ways that a coffee pot is like a baby?

VI. Put an X by the method you would rather march:

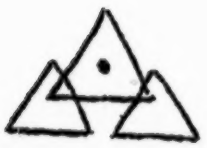
_____ In a straight line.

_____ In a zig-zag line.

_____ With different movements but always turning square corners.

VII. Which of these designs appeal to you the most? Circle the one you like the best.

3 pts.



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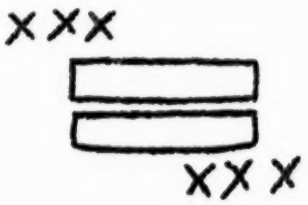
4 pts.

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VIII. Name three unusual uses for a brick.

IX. Check the assignment you would like to receive from your teacher after I leave:

_____ A class discussion of why I gve the test.

_____ Go back to study from a textbook.

_____ See a film about Yellowstone Park.

_____ An assignment of making up more questions just like the ones in this test.

X. If you were working on an individual project or problem in school and you had your choice, would you:

_____ Rather be back working with the class.

_____ Ask questions of the teacher and know that you are proceeding in the right direction.

_____ Be left alone to find out for yourself even though you might fail.

XI. Who, in your class, usually comes up with the most original ideas?

_____

XII. Check <u>yes</u> or <u>no</u>.

_____ I like to work on problems when the result is uncertain and I may not find the best answer.

_____ I feel it is always wise to stick to the tried and true way of doing things.

_____ I always keep my desk in very neat order.

Fourth and Sixth Grade Teacher Ratings

NAME _____

| | DEFINITELY | NOT SURE OR SOMETIMES | DOUBTFUL |
|---|---|---|---|
| Is not greatly impressed by what other people think, even when there is strong pressure for conformity. | 3 pts. | 1 pt. | 0 |
| Very responsive to UNUSUAL art, music, writing. | | | |
| Has strong preference for complexity and imbalance and dislike for the simple and obvious. | | | |
| This student is often baffled by something but full of curiosity. | | | |
| Fine (dry) sense of humor. | | | |
| Comes up with ways of doing things which are different from the standard directions or solutions from text. | | | |
| Accepts or is attracted by disorder. | | | |
| Other students will unite to humiliate or contradict this student when he brings forth new, original ideas. | | | |
| If interested he goes beyond assigned tasks but otherwise does perhaps less than required. | | | |
| Is subject to errant impulses and wild ideas. | | | |

# ADULT TEST

This test, taken "right out of Torrance", has been used mostly in the "fun" sense with teachers and other adult groups in connection with discussions of creativity.

However, there is some possibility in using these as a comparison of parents to the creative youngster, as a possible method of identifying the creative teacher to place with the creative group or project.

No attempt has been made to work out a scoring table on these. However, they have been marked a plus 1 for the marks in the left hand column; 0 for those in the middle column and -1 for those answers in the right hand column. Those with test scores of plus 10 or more certainly would have to be considered to have some creative factors and scores of 18 to 20 or more would most certainly be potentially highly creative.

# SELF-APPRAISAL OF HIGHLY CREATIVE ADULTS

| | Yes | Not Sure | No |
|---|---|---|---|
| I accept disorder. | 1 | 0 | -1 |
| I consider myself adventurous. | | | |
| I am a person of strong affection. | | | |
| I am altruistic. | | | |
| I am often baffled by something. | | | |
| I seem attracted to disorder. | | | |
| I am attracted by the mysterious. | | | |
| I sometimes attempt too difficult jobs. | | | |
| I am outwardly bashful | | | |
| I have a strong desire to excel. | | | |
| I am a determined person. | | | |
| I am often discontented. | | | |
| I am an emotional person and am emotionally sensitive. | | | |
| I am energetic. | | | |
| I am a fault-finder. | | | |
| I don't fear being different. | | | |
| I think the "whole parade" is often out of step. | | | |
| I am very curious. | | | |
| Others think I'm haughty or self-satisfied. | | | |
| I like solitude. | | | |
| I show independence in judgment and thinking. | | | |
| I keep unusual hours. | | | |
| I lack business ability but am speculative in finance. | | | |
| I make mistakes more often than others. | | | |
| I sometimes disturb a group. | | | |
| I am never bored. | | | |

| | Yes | Not Sure | No |
|---|---|---|---|
| I am not popular. | | | |
| I am persistent. | | | |
| I become preoccupied with a problem. | | | |
| I like complex ideas. | | | |
| I am a questioning person. | | | |
| I am reserved. | | | |
| I am a self-starter. | | | |
| I am self-aware. | | | |
| I am self-confident. | | | |
| I have a good sense of humor. | | | |
| I am sensitive to beauty. | | | |
| I am not interested in small details. | | | |
| I am spirited when I disagree. | | | |
| I am stubborn. | | | |
| I am temperamental. | | | |
| I am tenacious. | | | |
| I have tender emotions. | | | |
| I am willing to take risks. | | | |

25 or more - highly creative

18 or more - creative